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ABSTRACT

The Teacher Education Model of Partnership (TEMP) features joint ownership, joint support, and a partner relationship between a college and a school district in planning and implementing a professional program, designed specifically for teaching in the urban classroom. A planning committee was formed, composed of representatives from the public schools and Concordia College in St. Paul, Minnesota. Competency teams were established to identify course equivalencies in specified teaching areas, and the result of this effort was the compilation of a Teaching Internship Handbook to be used as a guide in the program. Seminars were held on the college campus to deal with the content and skills areas of these concerns. The goal of the TEMP program was to broaden the base for decision making in the professional preparation of teachers by sharing responsibility with persons representing college faculty, the school system, and the teaching profession in order to capitalize on the diversity of talent and the perspective for designing and executing an elementary teacher education program focused on the urban elementary school. Within the cooperative framework of this program, teacher interns worked a full year in the public schools. Evaluation of the program indicated that the experience was a valuable one for student interns and that an added benefit was inservice professional growth on the part of the cooperating public school teachers. (JD)

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T. E. M. P.
TEACHER EDUCATION
MODEL OF PARTNERSHIP

Concordia College
St. Paul, Minnesota

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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10

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Full Legal Name of Institution: Concordia College
City and State: St. Paul, Minn. 55104
Name of Program or Practice: TEMP: Teacher Education Model of Partnership
Name/Title of Program Director or Person Responsible for Sound Practice: Dr. Gerhardt Meyer, Chairman Divison of Education
Building and Room Number: Administration Building Phone: (612) 646-5157
Name/Title of Institutional Public Information Officer: Dr. Gerhardt Hyatt, President

TYPE OF ENTRY: (Not more than one entry in *each* category per form and per institution)

X Program Entry for the DAA Program
___ Recognition Roll for Sound Practice

Signature of AACTE Chief Institutional Representative:
Name: Esther Mueller
Title: Coordinator, Teacher Education
Date: 10-18-77

Please detach and mail to AACTE on or before October 31, 1977.

SP012431

T. E. M. P.

TEACHER EDUCATION MODEL OF PARTNERSHIP

- - a year-long competency-based urban elementary teaching internship - -

T. E. M. P. is a partnership project planned and implemented jointly by administrators and professional education faculty of Concordia College, St. Paul, Minnesota, and by administrators and classroom teachers of the St. Paul Public Schools.

The unique and distinctive features of T.E.M.P. are that it provided for:

* An intensive and cooperative studying of the relationships of laboratory experiences and professional education course work for the prospective elementary teacher from the perspectives of both the preparing institution and the classroom practitioner.
* The cooperative identifying of a set of specific competencies for intern attainment.
* The designing of extensive and comprehensive experiences for the intern in urban multi-cultural classroom settings.
* The designing and implementing of a year-long internship combining field-based experiences identifying immediate intern needs with college-based instruction to meet those needs.
* The developing of criteria and process for cooperatively identifying and selecting interns.
* The establishing of a support system for the intern by both the public school and the college.

* The opportunity to the teacher education student for selecting an alternate program of meeting the laboratory experiences and selected professional education course requirements for graduation and certification from the college's elementary education program.
* A model for improving and relating the theoretical and practical aspects of the professional education component in a teacher education program with the potential for further expansion and development.

Personnel from Concordia College and the St. Paul public school system spent a full year in the planning phase of T.E.M.P. The implementing of T.E.M.P. with a pilot group of eight interns is currently in process. T.E.M.P. is grateful to the Bush Foundation of St. Paul for funding its planning phase.

T. E. M. P.

TEACHER EDUCATION MODEL OF PARTNERSHIP

Description and Development of the Program

In the spring and again in the fall of 1975, administrators from Concordia College and the St. Paul Public Schools held meetings to begin joint exploration of a full-year undergraduate elementary teaching internship program. Both groups supported the concept with enthusiasm. A proposal for funding the planning of the program was submitted to the Bush Foundation. Notification of the award of a $16,500 planning grant was received by the college in early spring, 1976. Personnel from both the college and the schools were identified to plan the program.

Very early in the planning stages, two guiding principles were identified:

1. The internship program would be a consortium effort in teacher education involving both the college and the public schools. The name selected for the program reflects the partnership model. The college and the schools agreed to give mutual support to the program with in-kind contributions of personnel, services, materials, and maintenance costs.
2. A major goal of the program was the preparation of teachers for urban elementary multi-cultural classrooms.

In September, 1976, public school administrators met with the principals and teachers of the two participating elementary schools to present the goals and the proposed general design of the internship program. The

faculties of these two schools received the proposal most favorably. A decision was made to form a Planning Committee to carry out the necessary detailed planning activities and to expedite arrangements in the schools and at the college to set the program planning in motion. Teachers interested in planning and/or implementation of the program indicated their interest through the school principal. One teacher from the school faculty was selected by the principal to serve on the Planning Committee and as School Coordinator for the year of implementation. Principals also selected a teacher representative to serve on the Planning Committee. As indicated in the proposal for the program, the college was represented on the Planning Committee by the Program Director, the administrative assistant to the Program Director, an administrator, and a faculty representative.

The first meeting of the Planning Committee was held November 30, 1976. The Planning Committee met periodically for full-day meetings throughout the 1976-1977 school year. The detailed implementation plans and procedures are largely the product of this committee's work.

The internship begins with an orientation workshop and follows the calendar of the St. Paul Schools. An evaluation workshop at the close of the school term completes the internship year. The internship is a full-time non-paid practicum experience for an entire school term.

After receiving approval from the college, student applicants are accepted into the program upon recommendation of a Screening Committee. This committee is comprised of the public school personnel serving on the Planning Committee.

The following course equivalencies, all in the professional education sequence, are structured into the Internship Program:

Psychology of Learning
Tests and Measurements

Human Relations
Inner City Teaching Problems
Instructional Media
Elementary Education I and II
Role of the Professional Educator (Public Educator)
or
Office of the Christian Teacher (Lutheran Teacher)
Moral and Spiritual Development of Children (Public Educator)
Methods of Moral and Spiritual Development (Lutheran Teacher)
The Teaching of Reading
The Teaching of Language Arts
The Teaching of Social Studies
The Teaching of Arithmetic
The Teaching of Science and Health
The Teaching of Art
The Teaching of Physical Education

Seminars are held on the college campus to deal with the content and skills areas of these concerns. Arrangements for seminars are coordinated by the Project Director and the Assistant Director. Interns have a major voice in planning the agenda for Seminars. As needs dictate, either college or public school personnel serve as seminar resource persons.

The following is the Seminar schedule:

Fall Quarter	three four-hour seminars per week
Winter Quarter	two four-hour seminars per week
Spring Quarter	*one four-hour seminar per week

*first half quarter only.

The Planning Committee determined that teaching competencies are to be emphasized in the internship. Concordia College professors responsible for the course equivalencies expressed a desire to meet with interested teachers from the two schools to identify competencies associated with their courses, and to determine how these competencies could be achieved and evaluated. Competency teams composed of professors teaching professional courses and teachers from the schools who were especially interested in the curricular area were formed. These teams identified the program competencies. The Planning Committee reviewed the recommended competencies to eliminate unnecessary overlap, to identify void areas, and to develop a check-off system

for verifying competency attainment. The final result of this effort is the TEACHING INTERNSHIP HANDBOOK.

Competency attainment is verified by the cooperating teachers, the coordinators, or college personnel. Successful attainment of all required competencies is a requisite condition for program completion and will grant the intern fifty-five quarter credits toward graduation requirements.

Built into the program is a comprehensive internship support system, comprised of classroom teachers, supervisors, administrators, college faculty, and the interns themselves. The program is designed to encourage interns to work together and to learn from one another. The Director and Assistant Director visit the schools frequently to coordinate the program and to supervise and to monitor the progress of the interns. The school Coordinator works closely with the interns to deal with "in building" concerns. College faculty observe interns teaching in their particular curricular area.

A review of the literature about teacher education internships confirms the uniqueness of the T.E.M.P. program. The model features joint ownership and joint support, and a partner relationship between a college and a school district planning and implementing a professional program, designed specifically for teaching in the urban classroom.

Goals and Objectives

The goal of the T.E.M.P. program is to broaden the base for decision-making in the professional preparation of teachers by sharing responsibility with persons representing college faculty, the school system, and the teaching profession in order to capitalize on the diversity of talent and the perspective for designing and executing an elementary teacher education program focused on the uniqueness of the urban elementary school.

Criteria for development, operation, and evaluation of the internship program are mutually planned, established, and maintained.

Research in teacher education repeatedly indicates that student teaching provides the most significant educational experiences for the student in a teacher education program. Extending actual classroom experiences over a complete school term in an internship program specifically designed to utilize the expertise of both the college and the school system is directed toward attaining the following objectives:

1. Establishing realistic, attainable, educational student intern objectives and practices compatible with educational theory.
2. Capitalizing on the multi-ethnic, multi-cultural urban school setting for direct experience to gain an understanding of the multi-value systems involved in urban education, the student intern works to acquire competencies and teaching styles adaptable to meet individual differences and needs, and to understand the expectations held for teachers by various urban school publics.
3. Requiring student interns to demonstrate competencies identified by college and school personnel as essential in urban education, to accept varied roles and responsibilities in team teaching, differentiated staffing, and the individualization of instruction.
4. Asking student interns to participate in scheduling components of the internship program within the parameters of the partnership model in order to facilitate the demonstration of required competencies.
5. Sharing evaluation and feedback by scheduling opportunities for communication between supervisory personnel of the public schools

and the college, supervisory personnel and student interns, and peer evaluation and feedback among interns in order to enhance goal attainment through improved professional performance.

It is becoming increasingly apparent that the right and the responsibility for the educational preparation of teachers is that not only of the institutions of higher education but also of the teaching profession and of the agencies supporting and regulating education. Valuable insight and assistance is gained when college faculty members utilize the resources available through administrators and teachers who are on the urban education scene day after day.

Involvement of each faculty member with classroom teachers with the task of identifying essential competencies in the curricular areas required for successful entry into the teaching profession puts the focus "where the action is". The atmosphere of openness and mutual concern generated by this activity is a key to achieving the partnership for shared responsibility which this T.E.M.P. program has spawned. Meeting "on the other person's turf" and there communicating concerns and suggesting activities directed toward goal attainment puts our teacher education program on a desirable flight path to new horizons in teacher education.

Personnel Involved

The following individuals served in the capacties indicated:

THE PLANNING COMMITTEE - 1976-1977

CONCORDIA COLLEGE

Dr. Luther Mueller,
Acting President 1975-1976

Dr. Gary Meyer
Dean of Instruction and Chairman of Education Division

Prof. Theodore Heinicke
Coordinator of Student Teaching

Mrs. Barbara Schoenbeck
Administrative Assistant

ST. PAUL PUBLIC SCHOOLS

Dr. Wesley Measel
Assistant Superintendent

Dr. Erma McGuire
Assistant Superintendent

Mr. Ralph Jensen, Principal
Ames Elementary School

Mr. Jerry Shannon, Principal
Longfellow Elementary School

Mr. Lee Swanson, Teacher and
Coordinator, Ames Elementary School

Mr. Hugh Jordon, Teacher and
Coordinator, Longfellow Elementary School

Mrs. Shirley Hegman, Teacher
Ames Elementary School

Mrs. Mary Mitchell, Teacher
Longfellow Elementary School

COMPETENCY TEAMS 1976-1977

The Teaching of Art	Prof. Ben Marxhausen	Professor, Concordia College
	Prof. Bob Rickels	Professor, Concordia College
	Ilie Pihlaja	Teacher, Ames School
	Diane Spangler	Teacher, Longfellow School
Elementary Education I and II	Prof. Gordon Beckler	Professor, Concordia College
	Barb Babine	Substitute Teacher, Ames
	Hugh Jordan	Teacher, Longfellow School
Human Relations and Inner City Teaching	Prof. Norm Miller	Professor, Concordia College
	Dr. Gary Meyer	Director of Project
	Barbara Schoenbeck	Administrative Assistant, Concordia College
	Charles Rector	Social Worker, Ames
	Jerry Shannon	Principal, Longfellow
	Kathy Gagnon	Social Worker, Longfellow
Instructional Media	Prof. Gordon Beckler	Professor, Concordia College
	Barb Babine	Substitute Teacher, Ames
	Hugh Jordan	Teacher, Longfellow School

Kindergarten	Prof. Elisabeth Trembath	Coordinator of Early Childhood, Concordia
	Arlene Nettekoven	Kindergarten Teacher, Ames School
	Carla Webster	Kindergarten Teacher, Ames School
Teaching of Arithmetic	Dr. Erlo Warnke	Professor, Concordia College
	Linda Flaa	Teacher, Ames School
	David Marschinke	Teacher, Longfellow
Teaching Physical Education	Prof. Deanna Hollrah	Professor, Concordia College
	Charles Rector	Social Worker, Ames School
	Scott Juhl	Teacher, Longfellow School
Psychology of Learning	Prof. David Bredehoft	Professor, Concordia College
	Mike Haffner	Special Education Teacher, Ames School
	Daniel Buckley	Teacher, Longfellow
Teaching of Reading & Teaching of Language Arts	Dr. Loma Meyer	Professor, Concordia College
	Darlene Orth	Teacher, Ames School
	Kathleen Bell	Teacher, Longfellow
	Martha Gulner	Reading Liaison Teacher, Longfellow
Role of Professional Educator and Moral & Spiritual Development of Children	Prof. Gordon Beckler	Professor, Concordia College
	Jack Berry	Teacher, Ames School
	John Ashmead	Teacher, Longfellow
Teaching Science & Health	Dr. Robert Holtz	Professor, Concordia College
	Mary Nielson	Teacher, Ames School
	Mary Mitchell	Teacher, Longfellow
Teaching Social Studies	Prof. Ted Heinicke	Professor, Concordia College
	John Maule	Teacher, Ames School
	Mary Pearson	Teacher, Longfellow
Tests & Measurements	Prof. Ken Kaden	Professor, Concordia College
	Mike Haffner	Special Education Teacher, Ames School
	Richard Spalding	Teacher, Longfellow School

COORDINATING COUNCIL 1977-1978

CONCORDIA COLLEGE

Dr. Luther Mueller,
Coordinator of Teacher Education

Dr. Gary Meyer,
Director of T.E.M.P. Internship

Prof. Ted Heinicke,
Coordinator of Student Teaching

Mrs. Barbara Schoenbeck,
Assistant Director of Program

ST. PAUL PUBLIC SCHOOLS

Dr. Erma McGuire,
Assistant Superintendent

Dr. Edgar Williams,
Assistant Superintendent

Mr. Ralph Jensen, Principal
Ames Elementary School

Mr. Jerry Shannon, Principal
Longfellow Elementary School

Mr. Lee Swanson, Teacher and
Coordinator, Ames Elementary
School

Mr. Hugh Jordan, Teacher and
Coordinator, Longfellow
School

Mrs. Shirley Hegman, Teacher
Ames Elementary School

Mrs. Mary Mitchell, Teacher
Longfellow Elementary School

Budget

The T.E.M.P. Program planning was funded by a $16,500 grant awarded by the Bush Foundation. Money not spent during the planning year was reallocated to meet expenses during the first year of implementing the program, and making plan adjustments based upon the experiences of the first year in the program.

Funds were expended as follows:

Program Director - salary (half-time)	$7,000.00
Substitute Teachers - for Planning Committee members and teachers identifying competencies	2,272.00
Clerk-Secretary	2,934.52
Travel	279.17
TOTAL	$12,485.69
Funds reallocated to implement the program	$3,764.31

Both the college and the St. Paul Public Schools provided support through in-kind financial support and assistance, including such items as materials and supplies, research funds, meeting rooms and the utilities and maintenance. Administrators from both the college and the schools gave of their time to meet with the Planning Committee and to monitor the progress of the program and provide support.

The T.E.M.P. program received official recognition from the Board of Control of Concordia College and the Board of Education for the St. Paul Public Schools.

Contribution to the Improvement of Teacher Education

Although the T.E.M.P. program is in its first year of implementation, early evaluative feedback highlights the contribution of the planning process and the dividends from the investment of extra time and energy to initiate activity in the program.

Important at this point is the evaluation provided by those most closely involved in the planning of the internship program. Administrators and teachers serving on the Planning Committee were asked to give their perspective on the program and its potential for success.

Speaking for the administration of the St. Paul Public Schools, Dr. Wesley Measel said, "Very basically, I see this as a highly professional effort at more effective teacher training than has occurred in the past in most institutions of higher education. The internship program not only provides for a great amount of communication between the two institutions, but the actual teacher development program has been mutually determined. Through this project the personnel in the public schools have grown professionally. By that, I include district office staff, teachers, and elementary school administrators."

Elementary principals involved in planning said, "The experience of planning the internship program has shown us that a college and local public schools can start with an idea, and as equals, plan a total program that will be mutually beneficial. This looks like a model with great potential. The willing input deepened our belief in the potentials for an exchange of ideas. Our working relationship with the college represented the stimulation we expected."

Teachers on the Planning Committee said, "What is unique about the internship program is that it has been designed by those who have the greatest influence upon its success or its failure. This program 'belongs' to the many individuals whose contributions it contains. The implication, of course is that one will simply take much better care of that which belongs to him. We worked long and hard planning a comprehensive internship program and it was interesting to see each competency develop through the process of thorough discussions. The composition of the Planning Committee is essential. We evolved as a good working group. We felt the college personnel very open, willing to listen, accept, and try our suggestions. The staff is grateful that a group of people who are actually 'on the firing line' have had some input into planning experiences in teacher education. The give and take of ideas and philosophies and the acceptance of other's ideas was very remarkable and gratifying."

The Project Director said, "The partnership concept is 'the key'. Educational theory is essential. It gives the reason for our activity. Practice is essential. The 'rubber must hit the road'. Bringing the two into harmonious relationship is the challenge. There must be commitment to a principle of shared responsibility and opportunity and all that means in the way of extras in time, energy, and professional responsibility. Commit-

ment must be verified by investment of personnel, of money, and of dedication. There must be a 'heart' that picks up the rhythm of educational needs, of desire for individual and community progress and the ideals of education expressed by the profession. There must be a sense of personal professional response to put the best effort into the daily activity inherent in the profession and to share the best of what we are with those who aspire to join us."

A college administrator said, "A consortium arrangement in teacher education (such as T.E.M.P.) provides a healthy and creative tension between professionals in teacher education and professionals in the elementary schools. Already during the planning year this has resulted in a teacher education program which is more reality-based, while at the same time facilitating in-service professional growth on the part of teachers who have been directly or indirectly involved in the planning."

Evaluation Methods and Results

The T.E.M.P. Program is designed to provide a constant flow of evaluative feedback from the Planning Committee now functioning as the Coordinating Council, from the college faculty as observation reports are filed following actual classroom visits, and from the interns themselves as they meet regularly in Seminar planning sessions designed to meet their felt needs as they progress through the program.

The Teaching Internship Handbook is designed to incorporate suggestions for program improvement. Its loose-leaf binding allows for easy revision, and although the program is in its first year of implementation, several recommended changes have already been approved by the Coordinating Council. Additional change recommendations will be forthcoming from teachers, faculty, and interns.

The following evaluative statements of the interns seem significant as indicators of success:

"The most gratifying thing about the internship is to be able to read an idea and put it into practice right away. I learned the most about lesson planning by planning lessons I had to teach and seeing why behavioral objectives are important."

"It's exciting to be aware of what we are talking about in our college classes. We really participate in our classes and we know what it's really all about."

"We are there because we love children and now we are beginning to be able to really help them."

"I can see kids grow and change and be concerned about them. It's nice to be able to develop a philosophy of teaching before we have the responsibility of our own classroom."

"My highlight happened today when I was teaching arithmetic. I have four students in the low group. One child could not add. Today she was so excited. She missed three out of fifteen."

Perhaps no stronger recommendation can be made to others planning a similar program than to use the words of a participating teacher who said, "The human resources needed to design an internship program of this kind are available in any college, university, and school system. Perhaps the ingredient most difficult to find, however, is leadership. To delegate responsibility is one thing, but to inspire people to take it is quite another. There is nothing simple nor easy about the orchestration of a large number of people who possess various strengths, weaknesses, and biases. But therein lies the key to success. Properly orchestrated, all unpleasant images of status and authority can be dissolved and the image

most commonly seen by the professional educator takes their place.....that of a child whose eyes simply reflect a desire to know about letters, and numbers, and frogs."

GVM/gm
11/20/77